DOCUMENT RESUME

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| SPONS AGENCY | Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. |
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ABSTRACT

One in a series of over 50 similar selected listings, the bibliography contains 47 items of research reports, conference papers, journal articles, texts, and program guides selected from "Exceptional Child Education Abstracts". Each entry on autism provides bibliographical data, availability information, indexing and retrieval descriptors, and abstracts of the documents. (RD)

EC032362



ED050523

# AUTISM

## A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC032362

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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## ABSTRACT 10188

EC 01 0188 ED 018 033
Publ. Date 65
Clark, Donald H., Ed.;
**Emotional Disturbance and School Learning, a Book of Readings.**
EDRS not available

Descriptors: exceptional child education; emotionally disturbed; learning; emotional maladjustment; mental illness; ecological factors; case studies (education); medical treatment; speech therapy; psychotherapy; child development; learning difficulties; social factors; parent child relationship; children; behavior problems; gifted; achievement; adolescents; schools; schizophrenia; low achievement factors; autism; teacher influence; aggression; student attitudes; mental health programs; mental health

A collection of 26 readings on research in emotional disturbance and school learning, this paperback book presents four or five studies of differing types from various sources on each topic treated. The topics include (1) a definition of emotional disturbance and problems, (2) antecedents of trouble, (3) case histories of troubled children, (4) treatment, (5) the classroom, and (6) the school's role in promoting mental health. Also included are the criteria for inclusion, a conclusion, a list of additional references for each section (totaling 115), a glossary, and profiles of contributing authors. This document was published by Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, and is available for $3.50. (HJ)

## ABSTRACT 10232

EC 01 0232 ED 018 919
Publ. Date 68
Sloane, Howard N., Jr., Ed.; Macaulay, Barbara D., Ed.
**Operant Procedures in Remedial Speech and Language Training.**
EDRS not available

Descriptors: exceptional child research; speech handicapped; speech therapy; teaching methods; language handicapped; mentally handicapped; autism; emotionally disturbed; aphasia; echolalia; articulation (speech); stuttering; conditioned response; operant conditioning; verbal operant conditioning; programed instruction; reinforcement; psycholinguistics; verbal development; verbal learning; remedial instruction; imitation; speech instruction; reading instruction; behavior change; psychotic children

Intended for speech therapists, teachers of the mentally retarded, and others in special education, the collection contains reports by various authors on speech and language modification attempts that have utilized operant conditioning procedures, as well as several papers on background topics. Background papers on teaching treat environmental control of verbal behavior, token reinforcement for retarded pupils, the observation and recording of verbal behavior in remedial speech work, and the basic behavioral mechanism of imitation. Reports on instituting speech in severely impaired children explain remedial teaching procedures, a program (including reading) for nonverbal retardates, and a program for psychotic children. Also included are papers on echolalic children and automatism, aphasic children given programed instruction, mute psychotics treated by reinforcement and imitation, and the application of operant conditioning. Reports on research in articulation difficulties and stuttering consider the application of teaching machine concepts, programed learning instruction in phonics, operant procedures, and manipulation of stuttering. Also discussed are issues in behavior manipulation and research implications. The research reports provide charts, graphs, or illustrations, as well as reference lists. The book is indexed by subject and author. This document was published by the Houghton Mifflin Company, Boston, Massachusetts. (JD)

## ABSTRACT 10406

EC 01 0406 ED N.A.
Publ. Date Jul 66
Eaton, Louise; Menolascino, Frank J.
**Psychotic Reactions of Childhood--Experiences of a Mental Retardation Pilot Project.**
Nebraska University, Omaha, Nebraska Psychiatric Institute
Nervous And Mental Disease, Volume 143, 1966.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; mentally handicapped; family (sociological unit); tests; clinical diagnosis; individual characteristics; psychosis; psychotic children; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; multiply handicapped; psychological characteristics; family characteristics; schizophrenia; autism; minimally brain injured; intelligence tests; screening tests; mental retardation clinical evaluation unit; Nebraska Psychiatric Institute

Over a 5-year period, 616 children (from infancy to 8 years) with suspected mental retardation were evaluated by a full clinical team at a pilot screening project. Of the 32 children displaying psychotic behavior, 24 had chronic brain syndrome with psychoses, six were schizophrenic, and two displayed early infantile autism. Two tables present psychiatric findings and results of family assessments for the three groups of children. The 24 children with organic psychoses generally displayed slow development histories, intact affective response, immature play with impulsivity and short attention span, fair cooperation in interactive play, and speech for communication. Although some differences were noted between the schizophrenic and the autistic groups, the eight functionally psychotic children tended to show earlier normal development followed by regression or lack of progression, total withdrawal, inappropriate or bizarre play, little or no interactive play, devious speech, hypoactivity (or hyperactivity in certain situations), and structured family psychopathology. Of the children who cooperated sufficiently for their intelligence to be tested or estimated, eight were mildly retarded, seven were moderately retarded, and three were severely retarded. However, the validity of classifying children with major discrepancies between verbal and nonverbal intelligence scores is questioned. Terminology is defined throughout the paper, clinical findings are discussed, and 46 references are given. This article was published in The Journal of Nervous and Mental Disease, Volume 143, Number 1, pages 55-67, July 1966. (MM)

## ABSTRACT 10428

EC 01 0428 ED 015 611
Publ. Date 67
Coffey, Herbert S.;
**Group Treatment of Autistic Children. Prentice-Hall Psychology Series.**
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; psychotherapy; psychotic children; schizophrenia; psychosis; group therapy; autism; children; day care programs; case studies (education); behavior rating scales; play therapy; East Bay Activity Center (Berkeley); Berkeley

At the East Bay Activity Center in Berkeley, California, treatment involved the mixing of autistic children with less severely disturbed children. Non-autistic children in the group were expected to act as catalysts by trying to form some type of socially mature relationship with the autistic children while the therapist encouraged interaction. Hypothesis one stated that treatment employed at the center and particularly in the play activity group should aid the children, both autistic and non-autistic, in developing more socially mature types of interaction. Behavior ratings of the children were made by observers. The Wilcoxen Signed Ranks Test showed no significant improvement for the group during either year of the program. Measurement of individual children's changes by means of t tests showed that of six children in the first year's group, two showed significant changes in levels of interaction (at .005 and .001 levels). During the second year, of eight children, two showed significant changes in levels of interaction (at .01 and .001 levels). None of the children was classified as autistic. Comparisons of monthly mean fluctuations of the autistic children with the catalysts by means of t tests were not significant. Hypothesis two stated that the treatment program should result in the nonsocial autistic children's gradually diminishing their amount of dependent interactions with the therapist and beginning to

interact with other children in the group. The Wilcoxen Signed Ranks Test revealed no significant differences for either year in proportion of interaction with other members of the group between the beginning and the end of the year. The bibliography lists 12 items. Descriptive accounts of the therapeutic methods used, anecdotal records of the children involved, the results of a followup study, a discussion of the nature of autism, and a brief summary of the philosophy of group therapy are included. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. (TM)

## ABSTRACT 10672

EC 01 0672 ED N.A.
Publ. Date 66 333p.
Wing, J. K., Ed.
**Early Childhood Autism: Clinical, Educational and Social Aspects.**
EDRS not available
Pergamon Press, Inc., 122 East 55th Street, New York, New York 10022 ($7.50).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; identification; psychotherapy; speech therapy; autism; clinical diagnosis; medical evaluation; behavior patterns; psychological patterns; cognitive development; speech; special services; psychological processes; psychotic children; case studies (education); psychopathology; educational programs

Early childhood autism is defined and discussed and the following clinical aspects of autism are treated: behavioral and cognitive characteristics, medical treatment, and prognosis. Speech in psychotic children, educational programs and problems, teaching, and psychological assessment and research are discussed in the sections on education and psychology. Social and administrative aspects presented include services for autistic children in Middlesex, counseling and the principles of management, and prescription of services. Photographs of autistic children and case histories are included. A reference list contains 261 items. (LE)

## ABSTRACT 10746

EC 01 0746 ED N.A.
Publ. Date 65 84p.
Allan, J. D., Ed.; Holt, K. S., Ed.
**Biochemical Approaches to Mental Handicap in Childhood; A Symposium of the Society of Inborn Errors of Metabolism (Liverpool University, England, September 16, 1964).**
EDRS not available
The Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($4.50).

Descriptors: exceptional child research; mentally handicapped; biochemistry; etiology; mongolism; autism; clinical diagnosis; neurology; physiology; anomalies; biological influences; heredity; genetics; diseases; medical treatment; dietetics

Recent findings in research on metabolic disorders and the viewpoints of particular disciplines are considered. The growth and fusion of biochemistry and genetics are discussed, including biochemical surveys of mental handicap. Reports are presented on the detection and significance of heterozygotes in neurometabolic disorders, infantile spasms and tryptophan metabolism, biochemical aspects of Down's syndrome, and problems of infantile autism. Implications of special diets in the treatment of biochemical disorders and progress in treating the Maple Syrup Urine Disease are described. (RP)

## ABSTRACT 10891

EC 01 0891 ED N.A.
Publ. Date 66 128p.
Knoblock, Peter, Ed.
**Intervention Approaches in Educating Emotionally Disturbed Children. Proceedings of The Annual Conference on the Education of Emotionally Disturbed Children (2nd, Syracuse, New York, 1965).**
Syracuse University, New York. Division Of Special Education And Rehabilitation
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($2.50).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; behavior change; autism; schizophrenia; psychotic children; teacher role; behavior problems; cooperative planning; school services; psychoeducational processes; reinforcement; milieu therapy; therapeutic environment; seminars; consultation programs; mental health programs; educational programs

Six conference papers consider what teachers and professionals can do with emotionally disturbed children. Carl Fenichel discusses psychoeducational approaches for seriously disturbed children in the classroom; Matthew J. Trippe describes past and future educational dimensions of emotional disturbance; and Richard J. Whelan interprets the relevance of behavior modification procedures for teachers of emotionally disturbed children. Also included are papers by Fritz Redl on the milieu approach to designing a therapeutic classroom environment for disturbed children; by Arthur A. Seagull and John L. Johnson on mental health consultation for teachers of the emotionally disturbed; and William C. Morse on programing for the disturbed child in public schools. (JD)

## ABSTRACT 10906

EC 01 0906 ED 026 749
Publ. Date 67 484p.
Bettelheim, Bruno
**The Empty Fortress; Infantile Autism and the Birth of the Self.**
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($9.95).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; autism; child development; adjustment (to environment); early childhood; mother attitudes; learning theories; parent child relationship; personality development; fear; fantasy; personality theories; behavior patterns; psychopathology; insecurity; withdrawal tendencies (psychology); psychological needs; Orthogenic School; University of Chicago

The nature, origin, and treatment of infantile autism are explored with a consideration of the child's world of encounter and case histories. The beginning of life, called the region of shadows, is mentioned; and the world of the newborn, body language, mutuality, autonomy, the autistic anlage, and the right side of time are examined for the beginning of the self. Disturbed children are considered as strangers to life and the development of emotional disturbance is discussed in terms of a reason to act, the extinction of feeling, extreme situations, and in spontaneous reaction. In particular, the dynamics of autism, including the dialectics of hope, the decline of the self, and the human craving for order are presented. Case histories are given of three autistic children treated at the Orthogenic School at the University of Chicago: Laurie and Marcia, two mute girls; and Joey, a talking, mechanical boy. In persistence of a myth, reported cases of wolf children are discussed in terms of autism. Finally, the writings of other scientists and the author's own beliefs on the etiology, treatment, and nature of infantile autism are considered. Thirty-three illustrations and a 193-item bibliography are included. (DF)

## ABSTRACT 10993

EC 01 0993 ED N.A.
Publ. Date Jan 67 7p.
Weiss, Henry H.; Born, Barbara
**Speech Training or Language Acquisition? A Distinction When Speech Training Is Taught by Operant Conditioning Procedures.**
Wisconsin Diagnostic Center, Madison; Wisconsin University School Of Medicine, Madison, Department Of Psychiatry
EDRS not available
American Journal Of Orthopsychiatry; V37 N1 P49-55 Jan 1967

Descriptors: exceptional child research; emotionally disturbed; language handicapped; retarded speech development; speech therapy; reinforcement; operant conditioning; teaching methods; communication (thought transfer); language development; clinical diagnosis; communication problems; autism; student evaluation; behavior problems; research reviews (publications); psycholinguistics

Behavior modification procedures were employed to teach speech to a 7 1/2-year-old boy who had been referred for failure to relate through language. Speech training attempted to enlarge his vocabulary and teach a number of constructions and phrase forms necessary for conversation (position concepts, shapes, and grammatical concepts, especially case and gender). A modeling-imitative technique was used with candy

given to indicate success. Following concept training, attempts were made to teach concept words and to progress to complete sentences. The nursing staff made sustained efforts to encourage speech and kept a daily log on speech behavior. Success was achieved on several learning paradigms within the limits of the circumscribed training sessions, but the child failed tests for ability to apply the learned behavior outside of the experimental situation. This failure suggests that there is an important distinction between speech training and the use of flexibly generalized language. (JB)

## ABSTRACT 11164

EC 01 1164 ED N.A.
Publ. Date Feb 68 7p.
Stark, Joel And Others
**Increasing Verbal Behavior in an Autistic Child.**
Stanford University School Of Medicine, Palo Alto, California
Office Of Education (DHEW), Washington, D. C.
EDRS not available
OE-P-6-8527
Journal Of Speech And Hearing Disorders; V33 N1 P42-8 Feb 1968

Descriptors: exceptional child research; behavior; learning; reinforcement; emotionally disturbed; learning disabilities; behavior change; verbal operant conditioning; discrimination learning; auditory discrimination; language development; autism; patterned responses; perceptual motor coordination; case studies (education)

A 5-year-old autistic boy received therapy for a 5-month period. At the onset he was virtually unresponsive to all types of environmental stimuli. The training program began with non-vocal imitation (gross physical activities). The stimuli were then gradually directed toward the face and mouth, and the transition to vocal imitation accomplished. Efforts were next directed toward using sounds and movements to name things. After learning to label a dozen pictures and objects, training in verbal discrimination was begun with identifying pictures in response to spoken sounds and obeying simple commands. Although remaining profoundly disturbed, the boy could copy letters and figures, reproduce new words with four phonemes, and obey commands requiring three discriminations. (JB)

## ABSTRACT 11185

EC 01 1185 ED 027 672
Publ. Date 68 186p.
Quay, Herbert C., Ed.
**Children's Behavior Disorders; An Enduring Problem in Psychology.**
EDRS not available
D. Van Nostrand Company, Inc., 120 Alexander Street, Princeton, New Jersey 08540 ($1.95).

Descriptors: exceptional child research; emotionally disturbed; behavior change; behavior; etiology; family (sociological unit); individual characteristics; disadvantaged youth; identification; behavior problems; delinquency; hyperactivity; medical treatment; drug therapy; research reviews (publications); reinforcement; curriculum; followup studies; parent child relationship; autism

Eleven papers, most of them with an experimental or empirical viewpoint, discuss childhood behavior disorders. R. Lapouse and M. Monk present an epidemiologic study of behavior characteristics; J. Roach and others describe sociopsychological characteristics of a child guidance clinic caseload; D. Peterson treats behavior problems of middle childhood; and H. Quay and others consider pupil personality patterns in special classes for the emotionally disturbed. The following topics are also explored: lower class culture as a generating milieu of gang delinquency, by W. Miller; recidivism, psychotherapy, and delinquency, by C. Franks; mothers as therapists for their children, by R. Wahler and others; reinforcement and behavioral deficits of autistic children, by C. Ferster; effects of Chlorpromazine on behavior and learning ability of hyperactive children, by J. Werry and others; curriculum and disordered behavior, by W. Rhodes; and a 30-year followup study on the adult psychiatric status of 150 subjects who had been childhood behavior problems, by P. O'Neal and L. Robins. (LE)

## ABSTRACT 11273

EC 01 1273 ED N.A.
Publ. Date 65 329p.
Despert, J. Louise
**The Emotionally Disturbed Child--Then and Now.**
EDRS not available
Robert Brunner, Inc., 80 East 11th Street, New York, New York 10003 ($6.00).

Descriptors: exceptional child education; emotionally disturbed; child development; family (sociological unit); case studies (education); autism; emotional maladjustment; family relationship; parent role; social values; speech; language development; self concept; self actualization; historical reviews; psychiatry; attitudes

A historical review of attitudes toward children reveals emotional disturbances in biblical to recent times. The concept of the emotionally healthy (normal) child is considered; aspects of speech, language, and ego development are traced from birth to age 18. The emotionally disturbed child is discussed, and autistic characteristics and other emotional disturbances are described for the following ages: 1 year to 3 years, 3 to 6, 6 to 12, and 12 to 18 years. A survey of family relationships, parent roles, and values currently held by society is presented. Case studies appear throughout the book, and 11 pages of notes and references are appended. (DP)

## ABSTRACT 11355

EC 01 1355 ED N.A.
Publ. Date 65 76p.
Weston, P. T. B., Ed.
**Some Approaches to Teaching Autistic Children; A Collection of Papers.**
National Society For Autistic Children, Mill Hill, London
EDRS not available
Pergamon Press Ltd., Headington Hill Hall, Oxford,

Descriptors: exceptional child education; autism; emotionally disturbed; case studies (education); special schools; teaching methods; staff role; day care services; individual characteristics; identification; parent participation; educational programs; perceptually handicapped; aphasia; language handicapped; etiology; Great Britain

Helene Arnstein presents an approach to the severely disturbed child; Margaret Lovatt describes autistic children in a day nursery; and P. Mittler relates work done at Smith Hospital Henley-on-Thames, on the education of psychotic children. Also provided are papers on the following: an education program for psychotic children, by G.D. Clark; a preliminary evaluation of nonlearning children, by A. Singer and R.H. Nichols; aphasic children in a school for the deaf, by a head teacher of a school for deaf preschoolers; a school for autistic children, by Sybil Elgar; and medical aspects of the education of psychotic (autistic) children, by Michael Rutter. (JD)

## ABSTRACT 11526

EC 01 1526 ED 029 428
Publ. Date Jan 69 401p.
DesLauriers, Austin M.; Carlson, Carole F.
**Your Child is Asleep: Early Infantile Autism. The Dorsey Series in Psychology.**
EDRS not available
The Dorsey Press, Inc., 1818 Ridge Road, Homewood, Illinois 60430 ($10.60).

Descriptors: exceptional child research; reinforcement; autism; case studies (education); parent role; identification; testing; neurological organization; parent child relationship; therapeutic environment; language development; withdrawal tendencies (psychology); communication problems; positive reinforcement; operant conditioning; clinical diagnosis; child development

Focusing on the education of the autistic child as an awakening process, the book discusses the role of meaningful human communication and reports a research program which applied a therapeutic educational technique. The development of language in children, the diagnosis of an autistic child, autistic behavior and sensory and emotional deprivation, and etiological considerations in sensory deprivation and early infantile autism are discussed. Treatment techniques are described and involve the following considerations: developmental arrest, family role of maintaining a climate of high affective arousal, the clinical setting, the role of the therapist, and the operant conditioning approach. Case studies of five autistic children are reported from the beginning of treatment to school

placement and/or followup; also reported are family relationships and changes, testing of autistic children, and implications of results for other childhood deviations. An appendix lists statistical data for the five children on the Vineland and Fels Behavior Scales. (RJ)

## ABSTRACT 11692

EC 01 1692 ED 030 247
Publ. Date 15 Sep 68 482p.
Ferster, C. B.
**Treatment and Education of Autistic Children; Combined Application of Clinical and Laboratory Methods. Final Report.**
Institute For Behavioral Research, Silver Spring, Maryland
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-32-30-7515-5024
BR-5-0402

Descriptors: exceptional child research; autism; emotionally disturbed; operant conditioning; residential schools; reinforcement; behavior change; student evaluation; training techniques; therapeutic environment; case studies (education); early childhood; teaching methods; environmental influences; clinical diagnosis; staff improvement; programed instruction; professional education; inservice education

The report describes a 3-year project which utilized the techniques of experimental psychology and the principles of operant conditioning to gain in the understanding and treatment of autistic and schizophrenic children. Included are discussions of the autistic child, the project itself, arbitrary and natural reinforcement, the setting and therapeutic procedures, and training procedures and materials used in the clinical training program for staff. Courses in teaching principles of reinforcement and in principles of behavior, both by Fred S. Keller, are provided. The classification and description of the autistic child's behavior are considered; and a clinical, experimental, and behavioral description of a single child is provided. School room experiments are considered, and a clinical description is given of the population included in the study along with an evaluation of the changes in the children in the program. (JD)

## ABSTRACT 11697

EC 01 1697 ED 030 252
Publ. Date 68 271p.
Mahler, Margaret S.
**On Human Symbiosis and the Vicissitudes of Individuation. Infantile Psychosis, Volume 1.**
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($7.00).

Descriptors: exceptional child services; emotionally disturbed; psychotic children; autism; psychotherapy; case studies (education); behavior problems; parent child relationship; etiology; psychopathology; personality development; personality problems; mothers; parent participation; personality theories

The concepts of symbiosis and separation-individuation are explained, and the symbiosis theory of infantile psychosis is presented. Diagnostic considerations and clinical cases of child psychosis are reviewed; prototypes of mother-child interaction are described; and therapy is discussed. A summary of the symbiosis theory and a bibliography of more than 400 items are provided. (JD)

## ABSTRACT 11709

EC 01 1709 ED N.A.
Publ. Date Feb 67 14p.
Schell, Robert E. And Others
**Development of Language Behavior in an Autistic Child.**
EDRS not available
Journal Of Speech And Hearing Disorders; V32 N1 P51-64 Feb 1967

Descriptors: exceptional child research; emotionally disturbed; autism; speech therapy; behavior change; reinforcement; visual discrimination; auditory discrimination; attention control; verbal development

The treatment program for a nonverbal autistic 4 1/2-year-old boy was based on operant conditioning principles, with candy as a primary reinforcer. Goals were to increase the variety and frequency of the subject's behavior, to bring his behavior under stimulus control, and to establish people as sources of discriminative and reinforcing stimuli. The subject received 75-minute sessions three times a week; the program included sorting and auditory discrimination tasks, prompting and shaping of verbal behavior through game activities and eliciting nonverbal behavior and its verbal control by others. After 45 sessions, the subject displayed curiosity, giggled appropriately, responded to his name, and reacted to the clinician and to other persons. (MK)

## ABSTRACT 11718

EC 01 1718 ED N.A.
Publ. Date Nov 67 11p.
Ruttenburg, Bertram A.; Wolf, Enid G.
**Evaluating the Communication of the Autistic Child.**
EDRS not available
Journal Of Speech And Hearing Disorders; V32 N4 P314-24 Nov 1967

Descriptors: exceptional child services; emotionally disturbed; evaluation methods; tests; autism; communication (thought transfer); withdrawal tendencies (psychology); communication problems; speech; language handicapped; measurement instruments; language development; behavior rating scales; individual characteristics

Specific methods used for studying the areas of language and communication of the autistic child are presented. Autistic children are defined and described as are methods for evaluating communication. One of these methods, behavior-rating instrument for evaluating autistic children (BRIAC), is discussed, and various descriptive units from the BRIAC which the authors have found useful are presented. Discussed are: the nature and degree of relationship to an adult as a person using ten levels of actions, and communication, vocalization and expressive speech development in autistic children by levels of development. A discussion of the clinical findings is included. The characteristic profiles depicted by the scales and the inventory about speech and language apparently have differential diagnostic and prognostic importance which is reviewed. (GD)

## ABSTRACT 11719

EC 01 1719 ED N.A.
Publ. Date Nov 67 5p.
Wolf, Enid G.; Guttenberg, Bertram A.
**Communication Therapy for the Autistic Child.**
EDRS not available
Journal Of Speech And Hearing Disorders; V32 N4 P331-5 Nov 1967

Descriptors: exceptional child research; emotionally disturbed; language handicapped; communication (thought transfer); reinforcement; autism; communication problems; teaching methods; speech improvement; speech therapy; language development; verbal communication; therapeutic environment

Methods for developing language and communication in the autistic child based on the premise that infantile autism is a disorder pervading the entire range of ego functioning were used with autistic children (ages 2 1/2 -5 years) in a day-care center. Most children had no words at the time of admission; few had echolalic speech. Because these children respond to intensive communication stimulation such as is given to a normal infant, the child-care workers who had primary care of the children were encouraged to initiate frequent vocalization and to reinforce the children's efforts. When the child was able to achieve some relationship with the child-care worker, formal attempts at communication therapy were begun. Individual therapy sessions, conducted in a special room with a task-oriented atmosphere, were scheduled at regular times. The production of sounds, the mechanics of imitation, and word acquisition were encouraged. Results indicated that most of the autistic children progressed through babbling and jargon to the beginning use of words. Suggestions were that these children need a constant, simplified, and concrete physical and linguistic world. (GD)

## ABSTRACT 11945

EC 01 1945 ED N.A.
Publ. Date Oct 66 70p.
Van Pelt, J. D.
**Proceedings of the Annual Interstate Conference on Mental Deficiency (Fifth, Brisbane, Australia, October 7-10, 1966).**

Australian Group For The Scientific Study Of Mental Deficiency. Brisbane
EDRS not available
J. D. Van Pelt, P. O. Box 647, Canberra City, A. C. T.

Descriptors: exceptional child research; mentally handicapped; educational needs; family (sociological unit); genetics; family counseling; clinical diagnosis; disadvantaged youth; social services; emotionally disturbed; vocational rehabilitation; foreign countries; community programs; autism; Australia; de Langes Syndrome

Topics presented by various authors include: the field and method of study of mental deficiency, the second stage of infantile autism; a report of a conference on services for the mentally retarded; genetic counseling; measurement and evaluation of development; educational difficulties of the socially deprived child; six cases of deLange's syndrome; and rehabilitation of the retarded. Foundation members and members of the Council of the Australian Group for the Scientific Study of Mental Deficiency are listed. (LE)

## ABSTRACT 20229

EC 02 0229 ED N.A.
Publ. Date 61 563p.
Eissler, Ruth S. And Others
**The Psychoanalytic Study of the Child. Volume XVI.**
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($10.00).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; child development; personality; preschool children; blind; personality problems; psychopathology; adolescence; verbal communication; institutionalized (persons); sensory experience; twins; parent child relationship; self concept; neurologically handicapped; orthopedically handicapped; autism; emotional problems; medical case histories

Contributions to psychoanalytic theory consider the psychological processes operating during pregnancy and the earliest mother-child relationship; processes involved in symbol formation derived from the relationship between perception and reality testing; and the equilibrium between libido and aggression producing either structural synthesis or fragmentation. Aspects of normal and pathological development discussed include the development of the blind, the development and disturbances of integration in childhood, the role of verbalization in early childhood, the influence of deprivation in institutionalized infants, the remodeling of psychic structures in adolescence as illustrated by adolescent moods, and the incidence of grief and mourning in infancy and early childhood. Clinical contributions cover screen sensations, transference resistance in prepuberty, the treatment of autistic childhood psychosis, simultaneous analysis of identical twins and the twinning reaction, problems in twins, and depression. Additional clinical papers report on sadness and grief in infancy and childhood, treatment of a blind child, leg amputation in a 4-year-old, behavior disorder and ego development in a brain injured child, the dread of abandonment, regression and restitution in object loss, emotional aftermath of a congenital bilateral cateract operation in a 6-year-old, loss of reactions in a 7-year-old, mourning and the birth of a defective child, and termination of treatment as a loss. (IM)

## ABSTRACT 20329

EC 02 0329 ED N.A.
Publ. Date Feb 68 118p.
**Conference Report; Responsive Environment Learning Centers: Feedback from the Field.**
Responsive Environments Corporation, Englewood Cliffs, New Jersey
EDRS not available
Responsive Environments Corporation, Englewood Cliffs, New Jersey 07632.

Descriptors: exceptional child education; teaching methods; audiovisual aids; educational technology; programed instruction; typewriting; autism; mentally handicapped; reading instruction; case studies (education); learning activities; Edison Responsive Environments.

A meeting of educators utilizing Responsive Environment Learning Centers includes speeches and discussions on Edison Responsive Environments (ERE--the talking typewiter). Topics treated are the following: a panel program on beginning and remedial language arts; ERE as a research instrument in programing; the relationship of ERE to the education profession; the response of teenagers to remedial programs; the role of the public aid agency in ERE programs; and project implementation. A speech by Marshall McLuhan focuses on the human sense, the environment, and technological change. Exceptional learners, a panel discussion, and these subjects are also presented: childhood autism, adaptation of the phonovisual method for the ERE, use of the ERE in England, use of the ERE with the retarded, future plans, comments on psychological development by J. McVicker Hunt, and closing remarks. (RJ)

## ABSTRACT 20359

EC 02 0359 ED N.A.
Publ. Date Dec 67 9p.
Alpern, Gerald D.
**Measurement of Untestable Autistic Children.**
EDRS not available
Journal Of Abnormal Psychology; V72 N6 P478-86 Dec 1967

Descriptors: exceptional child research; autism; emotionally disturbed; testing; test reliability; correlation; predictive ability (testing); test validity; social maturity; intelligence

To aid in the psychometric evaluation of young autistic children, a 20-minute test (IIP, for infant items passed) was adapted from the Cattell Infant Scale. The IIP was administered to 14 autistic children, with an average age of 5 years, and then readministered after 3 days; scores were correlated with independent clinical judgments and with social ages on the Vineland Scale. A test-retest correlation of .93 and item analyses demonstrated high reliability. Four of five correlations between test scores and the validating criteria were significant. Conclusions were that autistic children are not psychometrically untestable and that they may differ from other severely cognitively handicapped children primarily by virtue of having fewer motor disabilities. (Author/LE)

## ABSTRACT 20383

EC 02 0383 ED N.A.
Publ. Date Oct 69 8p.
Brown, Richard A. And Others
**Treatment of Extreme Negativism and Autistic Behavior in a 6 Year Old Boy.**
EDRS not available
Exceptional Children; V36 N2 P115-22 Oct 1969

Descriptors: exceptional child research; emotionally disturbed; behavior change; autism; reinforcement; case studies (education); parent participation

A 6-year old boy with negativistic and autistic behavior was observed to have 100% noncompliance with requests. The therapist then enforced demands for physical action as calmly and detachedly as possible. Eventually a reinforcement system was introduced. His negativism and tantrums declined while relevant behaviors increased. At school he had previously earned less than 500 points a week on a reinforcement system; after individual training he increased to 2,500. His parents learned reinforcement techniques and reported improved behavior. (RJ)

## ABSTRACT 20547

EC 02 0547 ED N.A.
Publ. Date 65 150p.
Alvin, Juliette .
**Music for the Handicapped Child.**
EDRS not available
Oxford University Press, 200 Madison Avenue, New York, New York 10016 ($3.40).

Descriptors: exceptional child education; music; handicapped children; perceptual development; social development; mentally handicapped; emotionally disturbed; autism; physically handicapped; cerebral palsy; special health problems; visually handicapped; aurally handicapped; music activities; child development; intellectual development; teaching methods; listening comprehension; music appreciation; perceptual motor coordination; instructional materials

Musical sensibility in the handicapped child and the contribution of music to a child's general, emotional, intellectual, and social maturation are assessed. Recommended forms and types of music for listening and creating are discussed, and

music and musical movement are described for children who are maladjusted, autistic, psychotic, cerebral palsied, physically handicapped, blind or deaf. (RD)

### ABSTRACT 20622

EC 02 0622 ED N.A.
Publ. Date Sep 66 8p.
Pronovost, Wilbert And Others
**A Longitudinal Study of the Speech Behavior and Language Comprehension of Fourteen Children Diagnosed Atypical or Autistic.**
EDRS not available
Exceptional Children; V33 N1 P19-26 Sep 1966

Descriptors: exceptional child research; speech handicapped; emotionally disturbed; longitudinal studies; speech habits; institutionalized (persons); perceptually handicapped; mental illness; autism; case studies (education); speech handicaps; language handicaps; retarded speech development

A case study approach used informal and controlled clinical observations and analyses of tape recordings during a 2-year period to develop detailed descriptions of the speech behavior, language comprehension, and general functioning of 14 institutionalized children diagnosed autistic or atypical. They were classified by speech behavior into two groups. The vocalization group was characterized by phonations bearing no resemblance to words and by speech showing prolonged monotonal vocalizations, extremes of high and low pitch and loudness level, and deviant voice quality. The talking group (n equals 6) produced intelligible sounds and words initiating or suggesting speech; speech consisting of words, phrases, and sentences; and nonspeech vocalizations (also with wide variation in pitch, intensity and quality) characterized by echolalia and delayed echolalia. Language comprehension of both groups seemed influenced more by gestural, tonal, and situational clues than by linguistic content. Unlike the talking group, the vocalization group was unresponsive to nonspeech environmental sound stimuli. Their responses to visual and auditory stimuli strongly indicated cognitive and perceptual dysfunction. It was thus suggested that simplified, structured language activities be used with such children. Suggested procedures are detailed. (JD)

### ABSTRACT 20817

EC 02 0817 ED 032 680
Publ. Date 69 167p.
Bowley, Agatha H.; Gardner, Leslie
**The Young Handicapped Child: Educational Guidance for the Young Cerebral Palsied, Deaf, Blind, and Autistic Child.**
EDRS not available

Descriptors: exceptional child education; cerebral palsy; aurally handicapped; visually handicapped; autism; emotionally disturbed; neurologically handicapped; blind; partially sighted; teaching methods; identification; etiology; incidence; reinforcement; residential care; clinical diagnosis; family problems; adjustment (to environment); educational needs; language development

The different classes of handicaps, the size of the problem, the causes, and the principles and methods of psychological and educational care concerning children with partial and total blindness, cerebral palsy, deafness, or autism are discussed. Concepts treated include incidence, etiology, diagnosis, learning difficulties, social and emotional development, family attitudes and problems, and teaching methods. Also considered are occupational therapy and day versus residential schools for the cerebral palsied, language development and training of the hearing impaired, residential care for the blind, and operant conditioning with the autistic. Lists of organizations, literature, and references are provided. (RJ)

### ABSTRACT 20930

EC 02 0930 ED 032 661
Publ. Date 67 239p.
Hill, John P., Ed.
**Minnesota Symposia on Child Psychology. Volume 1.**
Minnesota University, Minneapolis, Institute Of Child Development
EDRS not available
The University Of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55414 ($5.00).

Descriptors: exceptional child research; emotionally disturbed; reinforcement; behavior change; schizophrenia; autism; negative reinforcement; behavior problems; withdrawal tendencies (psychology); operant conditioning; social reinforcement; language development; imitation; stimulus generalization

Ten Schizophrenic and Austistic Children who exhibited self destructive, tantrum, echolalic, and self stimulatory behaviors were treated by reinforcement therapy. Reinforcement withdrawal, in the form of interpersonal isolation contingent upon self-destruction, and electrical shocks served to extinguish these behaviors in some children. Reinforcement withdrawal contingent upon echolalic behavior, and reinforcement delivery, contingent upon appropriate speech, were found to decrease echolalic speech. Observations led to the conclusion that as an appropriate behavior was strengthened by reinforcement, self-stimulatory behavior decreased in strength. Children learned to seek contact with adults through shock avoidance training. Establishment of speech in previously mute children was accomplished through verbal imitation training; imitation was als used to facilitate the acquisition of complex social and preschool behaviors. Because of the problem of generalization to life outside the hospital, parents were taught to employ the training procedures in the child's day-to-day environment. (LE)

### ABSTRACT 21068

EC 02 1068 ED N.A.
Publ. Date 69 4p.
Maurer, Adah
**Peek-A-Boo: An Entry into the World of the Autistic Child.**
EDRS not available
Journal Of Special Education; V3 N3 P309-12 Fall 1969

Descriptors: exceptional child education; autism; communication skills; interpersonal relationship; learning activities; games; case studies (education)

The game of peek-a-boo is described in terms of its appeal, characteristics, and requirements of its participants. A case report of an autistic boy is presented including the progress which was noted through the use of playing peek-a-boo. The game, which is analyzed as meeting a need of recognition and reassurance, is recommended for use with other emotionally disturbed children. (RD)

### ABSTRACT 21297

EC 02 1297 ED 028 814
Publ. Date Apr 68 25p.
Schopler, Eric; Reichler, Robert J.
**Psychological Referents for the Treatment of Autism.**
Indiana University, Indianapolis, Medical Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-325-EDU-17
Paper Presented At The Indiana University Colloquium On Infantile Autism (Indiana University Medical Center, Indianapolis, Indiana, April, 1968).

Descriptors: exceptional child education; autism; behavior problems; child psychology; child rearing; emotionally disturbed children; interpersonal relationship; mental health; cognitive processes; sensory deprivation; parent education; parent influence; personality problems; preschool children; psychological patterns; psychotherapy; psychotic children; individual characteristics

The following four clusters of symptoms are presented in characterizing preschool children who manifest autism: failure to establish human relatedness and meaningful social attachments; impairment of motivation to become competent; disturbances of perceptual integration; and impairment of the development of cognitive functions. One of the most important impairments of autistic children is stated to be perceptual inconstancy (irregularity in the processing of sensory data by the various receptor systems). The likelihood of physiological and biochemical changes under autistic conditions of sensory deprivation, and perceptual patterns promoted in the child as early as possible are emphasized. Recommendations for program of treatment for the autistic child including parent participation and parent education, and the goal of reducing distortions in the parent-child relationship are provided. Treatment of the preschool autistic child is also recommended to establish perceptual organization and cortical

control over his sensory experiences. The need for further research on the relationship between parental attitudes or child rearing practices and the existence of an autistic child is also included. (WD)

### ABSTRACT 21696

EC 02 1696 ED 035 113
Publ. Date Mar 66 772p.
Pronovost, Wilbert
**The Speech Behavior and Language Comprehension of Autistic Children. A Report of Research.**
Parents' School For Atypical Children, Chatham, Massachusetts
National Institutes Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; autism; emotionally disturbed; case studies (education); psychotherapy; play therapy; individual characteristics; clinical diagnosis; family relationship; medical case histories; behavior problems; language handicapped; medical evaluation; self care skills; retarded speech development; residential programs; institutionalized (persons); language patterns; family problems

Thirteen institutionalized children from 4 1/2 to 14 years old, diagnosed as autistic, atypical, or childhood schizophrenic, were observed for three years to obtain a detailed description of their speech and language behavior. Case histories were assembled from available medical and psychological data. During a program of experimental relationship therapy, controlled observations were conducted to evaluate each child's linguistic functioning. Although case studies constitute the main contribution of the research, additional findings were as follow: there was a high incidence of first born males of Jewish parents of relatively high socioeconomic status; severe family disorganization had occurred in seven of the 12 families; prior to residential placement the children had a wide range of diagnoses; many atypical medical signs were present in the children's birth histories and later diagnoses; there was a significant correspondence between reports of their behavior during the study and reports made previously by other case workers; the majority of the children exhibited indifference, unresponsiveness, minimal or no speech, stereotyped or ritualistic behaviors, hyperactive behavior, and eating and sleeping problems. Observations of speech and language suggested central nervous system dysfunction and the language deficits persisted despite the relationship therapy. (JB)

### ABSTRACT 21864

EC 02 1864 ED N.A.
Publ. Date Feb 70 14p.
Marshall, Nancy R.; Hegrenes, Jack R.
**Programmed Communication Therapy for Autistic Mentally Retarded Children.**
EDRS not available
Journal Of Speech And Hearing Disorders; V35 N1 P70-83 Feb 1970

Descriptors: exceptional child education; mentally handicapped; language development; autism; speech therapy; case studies; imitation; concept formation; therapeutic environment; behavior change

The goals and procedures of a communication therapy program for the autistic retarded are described. Topics discussed include the team procedure, primary therapy goals, and organization of the therapy environment. Case studies of four children are presented which illustrate individualized reinforcement techniques. (RJ)

### ABSTRACT 21989

EC 02 1989 ED 036 002
Publ. Date 67 101p.
Hamblin, Robert L. And Others
**Structured Exchange and Childhood Learning: The Severely Retarded Child. Activity 12.**
Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
PR-3

Descriptors: exceptional child research; emotionally disturbed; autism; behavior change; reinforcement; rewards; motivation; social reinforcement; negative reinforcement; positive reinforcement; reinforcers; behavior theories; behavior problems; habit formation; therapeutic environment; psychotic children; withdrawal tendencies (psychology); operant conditioning; case studies (education)

A description of the Social Exchange Laboratory's work with autistic children is presented. The laboratory's philosophy of the exchange theory of autism, seen as a set of habitual response patterns maintained and intensified by exchanges which are inadvertently structured by others in the child's environment, is set forth with characteristics, examples, patterns and therapy considerations for the autistic child included. Exchange therapeutic procedures which reverse or replace the fundamental autistic habit patterns are developed around seven stages; food is initially used as a powerful reinforcer as the child progresses through them. The procedures and reports of these techniques as used in laboratory are expanded and described with case histories, therapist procedures and exchanges between the therapist, child and parent. (WW)

### ABSTRACT 22500

EC 02 2500 ED N.A.
Publ. Date May 70 12p.
Davis, Bette Joe
**Differential Language Behavior Patterns and Diagnostic Evaluation.**
EDRS not available
Journal Of Learning Disabilities; V3 N5 P264-75 May 1970

Descriptors: exceptional child research; language handicapped; educational diagnosis; language tests; evaluation methods; autism; schizophrenia; minimally brain injured; mentally handicapped

Twenty-four language handicapped children (aged 3.2-6.2 years) were examined by means of clinical observations, performance on the language inventory, and administration of the Vineland Social Maturity Scale to their parents. On the basis of these measurements, categories of autistic, schizophrenic, brain-injured, and retarded were ascribed to each individual. The diagnostic and treatment implications of differential language behavior patterns were explored, and patterns of observed behavior were emphasized as a focus in planning for clinical intervention. (Author/RD)

### ABSTRACT 22558

EC 02 2558 ED N.A.
Publ. Date Jun 70 5p.
Rutter, Michael
**Autism: Concepts and Consequences.**
EDRS not available
Special Education; V59, N2 P20-4 Jun 1970

Descriptors: exceptional child education; autism; educational problems; educational diagnosis; individual characteristics; behavior theories

The diagnosis, educational needs, factors in prognosis, and concepts of autism are discussed. The consequences of autism described are language handicaps, abnormalities in social relationships, hyperactivity, anxiety, ritualistic behavior, mental subnormality, and the ill effects on the family. A second half of the article will appear in another issue of the journal. (JM)

### ABSTRACT 22568

EC 02 2568 ED N.A.
Publ. Date 69 12p.
Hutt, Corinne; Hutt, S. J.
**Biological Studies of Autism.**
EDRS not available
Journal Of Special Education: V3 N1 P3-14 Win/Spr 1969

Descriptors: exceptional child research; autism; emotionally disturbed; behavior; learning characteristics; biological influences; behavior patterns; neurology; physiology; educational planning

Several observation-type behavioral studies were made of autistic children between the ages of 2 1/2 and 7. Indications were that autistic children had a gaze aversion, avoided groups, and had to be very familiar with an object before examining it. Findings also suggested that the children were in a chronically aroused neurophysiological state and, therefore, novelty of stimuli or changes in routine were likely to elicit disturbed behavior. The study's implications for the handling of autistic children are discussed. (LE)

### ABSTRACT 22685

EC 02 2685 ED N.A.
Publ. Date 69 6p.
Handford, H. Allen; Ward, Alan J.
**Structural Therapy: A Developmental Approach to the Treatment of Early Infantile Autism.**

EDRS not available
Schizophrenia; V1 N4 P243-8 Fourth Quarter 1969

Descriptors: exceptional child services; emotionally disturbed children; infants; autism; psychotherapy

Theoretical background and use of structural therapy with autistic children is described. Phases of therapy which are developmental in nature are explained. Reinforcement by other persons dealing with the children is noted. (MS)

### ABSTRACT 22686

EC 02 2686 ED N.A.
Publ. Date 69 13p.
Friedman, Erwin
**The Autistic Syndrome and Phenylketonuria.**
EDRS not available
Schizophrenia; V1 N4 P249-61 Fourth Quarter 1969

Descriptors: exceptional child research; emotionally disturbed children; schizophrenia; autism; special health problems; etiology; dietetics; biochemistry

The literature concerning infantile and childhood schizophrenia is reviewed with particular concern for the status of certain symptoms. Etiological aspects are considered. Autism is examined as a symptom of childhood schizophrenia and of phenylketonuria. Effects of the phenylalanine-free diet on behavior are discussed. The role of serotonin in childhood schizophrenia and phenylketonuria is examined. (MS)

### ABSTRACT 22771

EC 02 2771 ED N.A.
Publ. Date 66 60p.
Fisher, Jerome, Ed.; Harris, Robert E., Ed.
**Reinforcement Theory in Psychological Treatment--A Symposium. Research Monograph Number 8.**
California State Department Of Mental Hygiene, Sacramento, Bureau Of Research
EDRS not available
Bureau Of Research, California State Department Of Mental Hygiene, Sacramento, California.

Descriptors: exceptional child research; mentally handicapped; behavior change; reinforcement; emotionally disturbed; educational theories; medical treatment; operant conditioning; mental illness; behavior patterns; practical nursing; patients (persons); self help programs; autism; custodial mentally handicapped; interpersonal competence; intellectual development

Four speakers consider reinforcement theory. Nathan B. Miron discusses behavior shaping and group nursing with severely retarded patients, Thomas S. Ball describes behavior shaping of self-help skills in the severely retarded child, Halmuth H. Schaefer reports investigations on operant conditioning procedures in a mental hospital, and J. Richard Metz reviews conditioning social and intellectual skills in autistic children. In discussions, Ernest R. Hilgard assesses Skinner's theory and Nathan Adler defines the place of behavior therapies in a generic system. (LE)

### ABSTRACT 22884

EC 02 2884 ED 040 536
Publ. Date 68 395p.
Haring, Norris G.; Hayden, Alice H.
**Instructional Improvement: Behavior Modification.**
Child Study And Treatment Center, Fort Steilacoom, Washington
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; behavior change; teaching methods; experimental programs; educational technology; controlled environment; research needs; autism; behavior problems; operant conditioning; program evaluation; reading instruction; computer assisted instruction; student evaluation; behavior development; administration; evaluation methods; special classes

Sixteen papers are provided. B.F. Skinner discusses the arrangement of contingencies for learning; Lloyd Homme describes behavioral engineering; and Frank Hewett considers behavior modification in special education. Also treated are experimental education by Norris Haring, program evaluation by Arthur Lumsdaine, and administration of special classes by Harold Kunzelmann. John Cawley presents a system of initial reading instruction; Max Jerman surveys computer assisted instruction; and Thomas Robertson examines the impact of educational technology. Further papers are on teaching children with behavior disorders by Richard Whelan, developing cooperative social behavior by Laurence Peter, providing academic and social classroom management by Harold Kunzelmann, and using operant reinforcement with autistic children by Charles Ferster. In addition, Thomas Lovitt sets forth a basis for systematic replication of a contingency mangagement classroom; Richard Kothera discusses educational environments and administration; and Max Mueller reviews trends in research in the education of the handicapped. (JD)

### ABSTRACT 22980

EC 02 2980 ED N.A.
Publ. Date Sum 70 6p.
Graziano, Anthony M.
**A Group Treatment Approach to Multiple Problem Behaviors of Autisite Children.**
EDRS not available
Exceptional Children; V36 N10 P765-70 Sum 1970

Descriptors: exceptional child research; autism; behavior change; group experience; emotionally disturbed

A small group of severely autistic children involved in an exploratory project to determine whether such psychotic children, who had resisted all previous treatment, could be significantly helped. The various steps in the program of reinforcement of adaptive behaviors are described. Results after four years show that severely psychotic children can learn complex, cooperative, social behavior, academic achievement, and self control, and that they can be taught to use language. Major autistic characteristics of aloneness and preservation of sameness or severely aggressive and destructive behavior were no longer displayed. It is concluded that nonprofessionals (high school graduates) can be trained in behavioral approaches and can function competently as therapists for children in a behavior modification group program. (KW)

### ABSTRACT 23001

EC 02 3001 ED N.A.
Publ. Date Aug 70 11p.
Steeves, Jan M. And Others
**Self-Imposed Time-Out by Autistic Children During an Operant Training Program.**
EDRS not available
Behavior Therapy; V1 N3 P371-81 Aug 1970

Descriptors: exceptional child research; emotionally disturbed; autism; reinforcement; operant conditioning; self reward; reinforcers; time-out (TO)

Studies are mentioned which have used a time-out (TO) from positive reinforcement (a period of time when positive reinforcement is not available) as punishment, and others suggesting TO may have positive reinforcing properties under certain conditions. Described is a study to determine if autistic children would voluntarily impose TOs during operant training. Two autistic boys, Garry and Peter, received training on a verbal and a printing task. Correct responses were reinforced with tokens exchangeable for popcorn on a 5/1 ratio. When permitted, Garry voluntarily imposed 30-second TOs but was attentive during the rest of the session. When TOs were discontinued, his inattentiveness increased. Peter did not impose TOs, even when the token ratio was raised to 65/1, but his inattentiveness did increase as the ratio increased. Results suggest the necessity of further studies of the conditions under which TOs serve as punishers and as reinforcers, given their increasing use as punishment in behavioral applications with subnormal children. (KW)

### ABSTRACT 23100

EC 02 3100 ED N.A.
Publ. Date Apr 69 27p.
Beavers, Dorothy J.
**The Challenging Frontier: Environmental, Genetic, Biochemical and Neurological Factors in Severe Mental Illness.**
EDRS not available
Schizophrenia; V1 N4 P206-32 Apr 1969

Descriptors: mental illness; heredity; genetics; biochemistry; neurology; environmental influences; drug therapy; medical treatment; autism; schizophrenia; emotionally disturbed; research needs

The essay discusses the importance of heredity in mental illness, citing evidence to refute the belief that environment is the causative factor. It is concluded that mental illness is caused by one or several genetically controlled metabolic, enzymatic, neurological, or biochemical defects, which create chemical imbalances or neurological imperfections in the central nervous system and brain. However, it is admitted that a stressful environment can aggravate a mental condition in individuals made susceptible through genetic inheritance (the body does synthesize abnormal kinds and amounts of chemicals under stress, which can build up in the brain and cause mental disorders). Psychotherapy is suggested as an aid only for patients who are still capable of communicating with the analyst. But, especially in severe mental illness, cures by chemotherapy or surgery are foreseen. A shift in research from psychological to biochemical, neurological, and genetic studies is advocated. Until cures for severe mental illness can be found, provision of educational experiences is urged (through educational and behavioral techniques such as operant conditioning). (KW)

## ABSTRACT 23181

EC 02 3181 ED N.A.
Publ. Date Aug 70 21p.
Sulzbacher, Stephen I.; Costello, Janis M.
**A Behavioral Strategy for Language Training of a Child with Autistic Behaviors.**
EDRS not available
Journal Of Speech And Hearing Disorders; V35 N3 P256-76 Aug 1970
Based On Papers Presented At Convention Of American Association On Mental Deficiency (1967) And Annual Convention Of American Speech And Hearing Association (44th, Denver, November 15-18, 1968).

Descriptors: exceptional child research; autism; language instruction; case records; speech therapy; behavior patterns; teaching methods

A case study is presented which demonstrates the use of operant conditioning in language training of a six year old child with grossly deviant autistic behavior. The major emphasis in diagnosis and treatment was on the continuous measurement of changes in objectively defined target behaviors. Long range treatment goals formulated were: deceleration of certain undesired vocal and nonvocal behaviors, acquisition of the language and social skills required for school success, and generalization of these skills away from the clinic. Treatment is described in chronological order beginning with 20-minute sessions, five times a week, in a state of mild food deprivation where acceptable behavior was reinforced with verbal praise and candy. Procedures used for teaching expressive language, extending treatment to the home, treatment of school behaviors, and subsequent speech and language training are described. After three and one-half years, the child had reached grade 4 and his language was essentially normal. (GD)

## ABSTRACT 23281

EC 02 3281 ED N.A.
Publ. Date Dec 67 7p.
Metz, J. Richard
**Stimulation Level Preferences of Autistic Children.**
EDRS not available
Journal Of Abnormal Psychology; V72 N6 P529-35 Dec 1967

Descriptors: exceptional child research; emotionally disturbed; autism; aural stimuli; schizophrenia; age differences

Ten autistic, 10 schizophrenic, and 10 outstandingly successful children operated a lever controlling the volume of tape-recorded sound, in a laboratory study designed to follow up clinical reports of abnormal responsiveness to auditory stimulation in autistic children. Results indicated (p less than .05) that, as compared with controls, autistic children selected higher volume settings, while schizophrenic children were more variable in their volume settings. In a separate study of 30 normal children aged four, five, and eight, older children selected higher settings than younger ones. Results support clinical observations of altered responsiveness to sound level in autistic children, and suggest that such children prefer, and will act to maintain, higher than normal levels of stimulation. (Author)

## ABSTRACT 23321

EC 02 3321 ED N.A.
Publ. Date Jul 70 7p.
Halpern, Werner I.
**The Schooling of Autistic Children: Preliminary Findings.**
EDRS not available
American Journal Of Orthopsychiatry; V40 N4 P665-71 Jul 1970

Descriptors: exceptional child education; emotionally disturbed; language instruction; autism; speech skills; educational methods; elementary education

Without special help, autistic children are unable to pattern experience beyond primitive organizational levels. A model is presented whereby structured language training represents the educational core in teaching small groups of young autistic children. Language acquisition in a clinical classroom facilitated public school entry for a significant number (73%) of previous noncommunicators. (Author)

## ABSTRACT 23610

EC 02 3610 ED N.A.
Publ. Date Aug 70 15p.
Hartung, Jurgen R.
**A Review of Procedures to Increase Verbal Imitation Skills and Functional Speech in Autistic Children.**
EDRS not available
Journal Of Speech And Hearing Disorders; V35 N3 P203-17 Aug 1970

Descriptors: exceptional child education; autism; language handicapped; verbal ability; language skills; imitation; conditioned response; speech therapy

The objectives of the paper are to demonstrate the importance of establishing verbal behavior in nonspeaking autistic children, to discuss some of the theoretical foundations underlying verbal conditioning, and to review the procedures and related theoretical implications. A discussion is included of the vital importance of speech for the recovery of the autistic child, the role of imitation in learning functional speech, and the failure of the autistic child to imitate. Stages and trends in conditioning verbal repertoires are described including: the training environment; techniques of limiting disruptive behavior, conditioning attention, and eye contact; the transition from motor to verbal behavior; criteria for selecting readily learned vocal response; and establishing control over vocal responses. Also discussed are the sudden emergence of echolalia, the phenomenon of silent speech, the transition from imitation to naming, and methods of teaching the child to progress from imitation to naming, to answer questions, establish phrases and to condition and generalize appropriate speech. (GD)